**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 2 – Write Numbers 0-20 (Day 3)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Song: Greg and Steve’s Number Rock**  **Colored sand**  **Tray/ pie pans** | | **Student: Tray/pie pan,**  **Colored sand, pencil, dotted paper, plain paper** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.1 and K.CC.3 Counting objects and writing numbers 0-20.** | | | | | |
| **I Can Statement(s): I can count objects to 15.**  **I can write the numeral that represents a number of items.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) Teacher and students will sing the number rock.** | | | | | |
| **Teacher Directed: Teacher will have a tray of colored sand on document camera. She will review how to correctly make numbers 0-10 with her finger in the sand and then demonstrate how to correctly make numbers 11-15.** | | | | | |
| **Guided Practice: The teacher and students will each have a tray of colored sand. Together, they will form the numbers 0-15 in the sand with their finger.** | | | | | |
| **Independent Practice: Students will write the numbers 0-10 and trace on dotted paper the numbers 11-15.** | | | | | |
| **Closing/Summarizing Strategy: Students will use their fingers to “write” the number the teacher calls out on their table.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 15. * Write the number on their own. | | | * Use smaller number than 15. * More tracing practice. | | | * Provide number cards for students to look at. |
| **Assessment(s): Teacher observation and paper assessment** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |